



Doshisha University Faculty Development Handbook

F&D

Foreword

On this occasion of FD Handbook publication

Director, Center for Learning Support and Faculty Development

“Education quality assurance” is one of the issues surrounding the present higher education in Japan, and was first raised in the Central Council of Education’s report “For the development of undergraduate program education” in 2008. There has been a strong demand for each university to enhance its undergraduate program as the learning environment for realizing student development based on its education philosophy and objectives. In its report in 2012, the Central Council of Education published a message that a university education reform that enables students to acquire the ability to cope with and survive the era of unpredictability would be the basis for consolidating the lives of students and the future of Japan, and that the promotion of qualitative shift of undergraduate education is crucial for that purpose. Another new aspect in this report was its clear indication that securing sufficient learning time is the starting point for ensuring independent learning of students, and that the responsibility for the improvement of undergraduate education is on each university.

At Doshisha University, the Learning Commons opened in 2013 as part of the measures to encourage independent learning of students and secure sufficient amount of time for learning outside the classroom. The Learning Commons offers a variety of learning support services which are expected to enhance student learning in and out of the class. If we define independent learning as “students’ independent engagement in learning, with a clear sense of purpose instead of a passive attitude, toward some form of accomplishment,” Active Learning is recently gaining attention as a strategy to facilitate such independent learning. It is based on the promotion of shift of the central objective of education activities from “what to think” to “what ability to acquire,” and the increasingly shared notion that interactive active learning is effective in such shift. Along with the traditional classroom lecture, typical methods of active learning such as first-year education, project-based education, presentation and PBL are becoming common.

In order to cultivate in students the thinking ability, creativity and problem inquiry ability required to deal with problems they face in the real world that are complex, diverse and have more than one right answer, faculty members are expected to conduct an interactive class based on discussions and student presentations and encourage students to actively engage in learning before and after class, seeking materials and literature on their own. Also, with the ongoing universalization of higher education, it is becoming increasingly difficult for university entrance examination to keep its function of maintaining the level of new students as before. Accordingly, universities are expected to educate students with diversified academic abilities and goals and assure the quality of higher education at the point of their graduation. In addition to the firm establishment of a diploma policy, a curriculum policy and an admission policy both at the university level and in each faculty, assessment of more specific learning outcome is another important aspect in education quality assurance.

The Center for Learning Support and Faculty Development has taken various measures to promote education quality assurance, such as a range of learning support at the Learning Commons, formulation of a university-wide assessment policy, introduction of the course numbering system, development of Curriculum Tree and Curriculum Map, and promotion of education IR for grasping the learning outcome. This handbook is published as part of the education quality assurance as well. We hope that our faculty members will find it useful.

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01

Basic Policy of FD at Doshisha University

1. FD at Doshisha University
2. Educational Philosophy, Educational Goals and Curriculum
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7. Observing the Learning Experience and Status of Students

1. FD at Doshisha University

Making FD Compulsory

FD (Faculty Development) is the collective term for organized activities for faculty members to improve the class contents and methodology, and is defined in the Standards for Establishment of Universities as follows.

Article 11 A university is to provide opportunities of training (excluding the training prescribed in the following paragraph) for its faculty and administrative staff to acquire necessary knowledge and skills as well as improve their abilities and qualities, and to make other necessary efforts, for appropriate and effective operation of educational and research activities of the relevant university.

(2) A university is to conduct organized training and research for improving the contents and methodology used to give classes at the relevant university in order to enhance education for its students.

In addition to the training for improving the class contents and methodology, FD may also refer to improvement of education in a broad sense, as well as to research activities, contribution to society or professional development activities in general for faculty members involved in management duties.

Definition of FD at Doshisha University

FD at Doshisha University is defined as “all activities systematically conducted on the basis of the founding spirit and the educational philosophy, through the collaborative efforts of the faculty and employees, in order to realize the individual growth of every student and to enhance and improve the education provided by Doshisha University, so that its education objectives, as well as the education policies and objectives set forth by each faculty, school, graduate school and center, may be achieved.”

FD Support

Doshisha University has established the Center for Learning Support and Faculty Development to plan and develop all-university education measures, as well as to promote and support continuous improvement of education activities.

Each university is required to make consistent effort to improve the quality of its education and learning, and such improvement activities need to be carried out at three levels of subject (by individual faculty members), curriculum (by faculty and department), and the university as a whole.

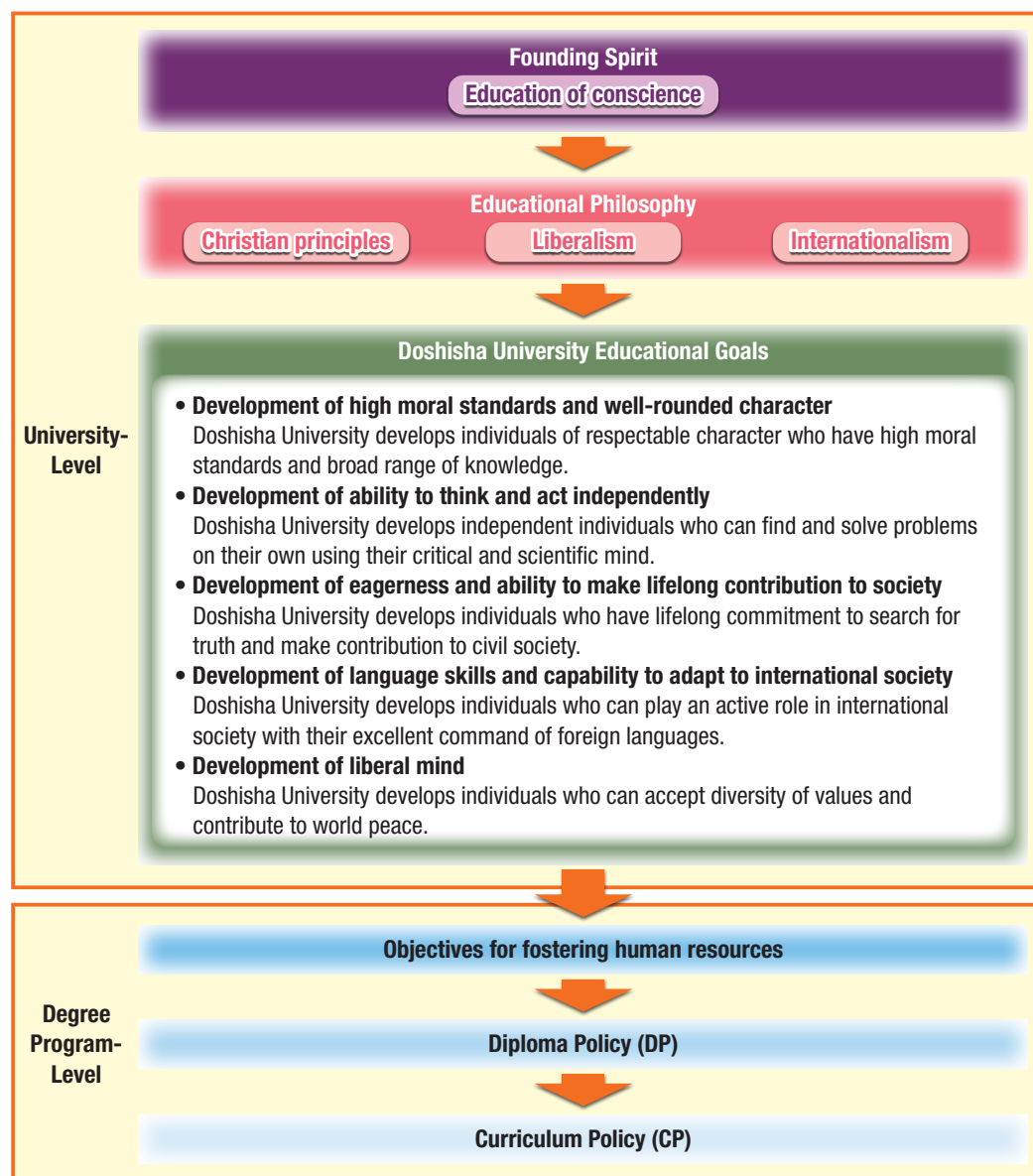
The Center for Learning Support and Faculty Development supports FD activities at each of these levels through conducting the Class Evaluation Survey and other student surveys, preparing the Guidelines for Syllabus Preparation, and holding workshops for newly appointed faculty and FD workshops.

In addition, the FD Support Panel is established to discuss education content, teaching methods, university-wide projects concerning educational effect, and measures for education improvement. What are discussed at the panel are implemented as university-wide initiatives after being proposed at and approved by the Committee for Academic Affairs, aiming to maintain and improve the education content.

2. Educational Philosophy, Educational Goals and Curriculum

The founding spirit of Doshisha University is based on the education of conscience, with the aim of fostering individuals who use their knowledge and abilities as conscience dictates to contribute to society. To realize this education of conscience, Doshisha University has upheld, since its establishment, the three philosophies of “Christian principles,” “liberalism,” and “internationalism.” Doshisha University Educational Goals is the clearly written description of an ideal person embodying these three philosophies, to be fostered through our education.

Founding spirit/ Education Philosophy/ Educational goals



Educational Curriculum

Each faculty, school and department sets their own objectives for fostering human resources under our educational philosophy, Doshisha University Educational Goals. They also specify the qualities and abilities expected of the human resources to be fostered in the Diploma Policy (DP), and the policy regarding the organization and implementation of a curriculum to achieve the DP as the Curriculum Policy (CP).

The curriculum varies greatly with each faculty, school and department as they organize it according to their respective specialties. On the other hand, courses offered by the Center for General and Liberal Education and the Center for License and Qualification are interdisciplinary classes, and some departments offer minors as well. Doshisha University's educational programs consist of the vertical axis of curricula based on faculty/school/department specialties, and the horizontal axis of interdisciplinary curricula that transcend faculties and departments.

A curriculum is comprised of individual subjects. Each faculty member needs to be aware of the positioning of each subject within the curriculum, in what order the subjects need to be taken, and the purpose for which each subject is offered. These can be checked in the Curriculum Tree, Curriculum Map and Course Numbering.

[For reference]

• Curriculum Tree

A diagram that shows the systematicity of courses, relationships of each subject, and sequence of courses etc. within the curriculum

• Curriculum Map

A diagram that shows the relationship between the Diploma Policy (DP) and each subject

A diagram that shows how the qualities and abilities that students are expected to acquire are related to each subject

• Course Numbering

Assigning a number and classification to each subject to indicate its level and sequential order

Used for both the classification among subjects offered within a university and as the common classification between subjects offered at different universities



Reference URL

- The founding spirit and Joseph Hardy Neesima
<https://www.doshisha.ac.jp/information/neesima/index.html>
- Education of conscience and education philosophy
https://www.doshisha.ac.jp/information/educational_ideal/index.html
- Doshisha University Educational Goals and policy on degree conferment, policy on curriculum organization and implementation
https://www.doshisha.ac.jp/information/educational_goal/index.html
- Curriculum Map - Curriculum Tree
<https://www.doshisha.ac.jp/students/map-tree/index.html>
- Course Numbering
<https://clf.doshisha.ac.jp/clf/numbering/numbering.html>

3. Three Policies and Assessment Policy

Three Policies

Each faculty, school and department sets three policies, which are Diploma Policy (DP), Curriculum Policy (CP) and Admission Policy (AP). Universities are obligated to formulate and publicize these three as a consistent set of policies in compliance with the Regulations for Enforcement of the School Education Act.

DP: A policy that specifies what qualities and abilities students are expected to have acquired in order to have their graduation or completion of program approved and receive a degree. It also serves as the learning outcome that students aim to achieve.

CP: A policy that shows how the curriculum is structured, what kind of education is offered and in what methods, in order to equip the students with the qualities and abilities shown in the DP.

AP: A basic policy that specifies the type of students that the university accepts in accordance with its DP and CP, and the learning outcome that students are required to have to be admitted.



Reference URL

- Doshisha University Educational Goals and Diploma Policy, Curriculum Policy
https://www.doshisha.ac.jp/information/educational_goal/index.html

Assessment Policy

Each faculty, school and department sets an Assessment Policy that stipulates the methodology to assess whether the students have acquired the qualities and abilities specified in the DP. Based on the Assessment Policy, the faculty, school and department evaluates students' learning outcomes, as well as consider and implement measures for improvement if there are any issues or problems.

Improvement of the quality of education is expected as a result of continuing these activities.

4. Doshisha University Education Ethics Standards

As part of the activities for improving education quality, Doshisha University sets its code of conduct to accord with education activities in the “Doshisha University Education Ethics Standards.” Those involved with education at Doshisha University, such as full time faculty, part-time and temporary lecturers, and employees are expected to comply with these standards when engaging in education activities.

Doshisha University Education Ethics Standards

Established May 27, 2006

Revised June 30, 2007

Revised March 20, 2015

Preface

With the university educational environment changing, Doshisha University established the “Doshisha University Education Ethics Standards” for the purpose of diligently continuing to fulfill the educational mission of Doshisha University.

(Founding Spirit of the University, and Educational Philosophy)

Article 1. Doshisha University shall strive to continue the founding spirit of the university to provide a moral education, and to pursue its educational mission through transmission of its educational philosophies of Christianity, liberalism, and internationalism to the faculty, administrative staff, and students.

(Awareness for Educational Activities)

Article 2.

1. Faculty shall have a professional awareness for educational activities.
2. Faculty shall diligently strive to inspect and improve its educational methods and content, etc.
3. Faculty shall perform appropriate class management and open and fair grade performance evaluations.
4. Administrative staff shall diligently strive to support the educational activities of Doshisha University.
5. Faculty and administrative staff shall use language appropriate to professionals associated with education.
6. Doshisha University shall provide organizational support for the smooth operation of educational activities.

(Respect for Student Character and Human Rights)

Article 3. Faculty and administrative staff shall show respect for student character and human rights. In addition, Doshisha University shall adopt all necessary measures for facilitating respect for student character and human rights.

(Responsibility for Explanation of Educational Activities)

Article 4. Doshisha University shall assume responsibility for explanations as needed to students, to interested parties, and to third parties, that educational activities are being appropriately implemented.

(Administration)

Article 5. Administration of these standards shall be handled by the Office for Ethics Review.

(Standards Improvement or Elimination)

Article 6. Improvement or elimination of these standards shall be determined by the President, after deliberations at the Ethics Review Committee and the Committee of Deans and Directors.

Supplementary Regulation

These standards shall be implemented from April 1, 2015.

5. Standards for Establishment of Universities and the Educational Structure of Doshisha University

All education activities at Doshisha University are conducted in compliance with the Doshisha University School Regulations, the Doshisha University Graduate Schools Regulations, the Doshisha University Professional Graduate School Regulations and the Doshisha University Law School Regulations.

These university regulations have been established pursuant to national laws and regulations, such as the School Education Act, the Ordinance for Enforcing the School Education Act, Standards for Establishment of Universities, Standards for Establishment of Graduate Schools and Standards for Establishment of Professional Graduate Schools.

Of these national laws and regulations, explained here is the relationship between the education system of Doshisha University and Standards for Establishment of Universities, a Ministry of Education, Culture, Sports, Science and Technology ordinance established for the purpose of maintaining the level of university education activities.

Publication of education and research purposes

Article 2. A university is to define its purpose concerning the fostering of human resources and its other purposes of carrying out education and research for each faculty, department or course in its school regulations etc.

Doshisha University allows each department of faculties and each major of graduate schools to set their own objectives as concerns the fostering of human resources and their other purposes of education and research. These are indicated and publicized in the School Regulations, Graduate School Regulations, Professional Graduate School Regulations and Law School Regulations.

Grounds for assigning number of credits

Article 21. The number of credits for each class subject is to be determined by a university.

(2) When determining the number of credits set forth in the preceding paragraph, a class subject for one credit is to normally be organized to contain contents that require 45-hour learning. In accordance with class methods as stipulated in Article 25, paragraph 1, and in light of the educational effects of the relevant class and required learning other than that during class hours, one credit shall be calculated as generally consisting of classes conducted for the number of hours determined by the university, between 15 and 45 hours.

However, regarding skills practice classes tutoring in the artistic fields, one credit may consist of classes conducted for a number of hours determined by a university.

(3) Notwithstanding the provisions of the preceding paragraph, regarding class subjects, such as graduation theses, graduation research and graduation products, when it is deemed appropriate to grant credits by evaluating the achievement of the relevant learning, the number of credits may be determined in light of the learning etc. necessary for these activities.

Article 25. Classes are to be conducted using any one of the methods of lectures, seminars, experiments, practical training, or skills practice or a combination thereof.

The Doshisha University School Regulation does not clearly indicate standards for assigning the number of credits for each subject, but for most courses, the calculation is one credit per 15 hours of learning for lecture- and seminar format subjects, and one credit per 30 hours of learning for experiment, practical training and skills practice subjects.

As with many other universities, Doshisha University counts one 90-minute period as two hours of learning. For lecture-format subjects having 15 classes per semester, this equals 30 hours of learning; therefore, two credits are

given. What must be taken into account is that in Article 21 Paragraph 2 of the Standards for Establishment of Universities, it is stipulated that “a class subject for one credit is to normally be organized to contain contents that require 45-hour learning.” This means that 90 hours of learning is required in order to give two credits. In other words, in addition to the 30 hours of learning in class, 60 hours of learning must be received outside of class. Therefore, the faculty is asked to indicate in the syllabus the learning to be received outside of class.

Grounds for requiring 15 classes per semester

Article 22. The term during which classes are conducted in a year is 35 weeks, in principle.

Article 23. Classes of each class subject are conducted with 8 weeks, 10 weeks, 15 weeks, or other period of time deemed appropriate by the university as a unit, so that sufficient educational effect is achieved.

We conduct 15 classes per semester. This is based on Article 23 of the Standards for Establishment of Universities in which the term of classes is stipulated. Also permitted in this article is a term unit of 8 weeks and 10 weeks, but these are designed for four semester or three semester systems. In the case where a two-semester system is adopted, classes are basically conducted 15 times in 15 weeks. As a period of time deemed appropriate, Doshisha University sets a total of 14 weeks as the class period, which consists of 1 week of on-demand class (DO Week) and 13 weeks of face-to-face class. In addition, by conducting 1 on-demand class during the period from the start of face-to-face classes until grading is completed, we conduct 15 classes consisting of 13 classroom instruction and 2 on-demand classes.

Also, Article 22 of the Standards for Establishment of Universities stipulates that the term during which classes are conducted in a year shall be 35 weeks in principle. At Doshisha University, this is achieved through 28 weeks of classes (14 weeks each in the spring and fall semesters), 2 weeks of intensive lectures (1 week per semester) and 5 weeks of regular examinations (2 weeks in the spring semester and 3 weeks in the fall semester).

Clear indication of grade evaluation standards etc. in syllabus

Article 25-2. A university is to present a clear outline of the methodology used to give classes, the contents of classes, and a class schedule for the year to its students.

(2) A university is, when assessing its students' academic achievement and approving their graduation, to present them with a clear outline of the standards therefore, in advance, so as to ensure objectivity and rigorousness, and is to conduct an assessment and approval process appropriately in accordance with the relevant standards.

Pursuant to the Standards for Establishment of Universities, Doshisha University indicates the course schedule for each class, as well as the grade evaluation standards, in the syllabus given to students prior to commencement of classes.

Also, as a general rule, faculty are required to follow the course schedule indicated in the syllabus, and to evaluate grades in a strict manner.

6. Enhancement of Graduate School Education

Teaching Assistant Workshop

The Doshisha University Teaching Assistant (TA) System offers outstanding graduate students an opportunity to gain teaching experience so as to encourage their independence as a teacher, researcher or specialist in other areas.

The Center for Learning Support and Faculty Development holds a workshop every year for graduate students who are newly appointed as TA, explaining the definition and purpose of the TA system, duties and obligations, prevention of campus harassment, and administrative procedures. This workshop is distributed on-demand on the Center for Learning Support and Faculty Development webpage.

Students who watched the workshop video and answered the survey can receive an e-mail certifying their participation in the workshop upon request. If you would like to confirm your TA's participation in the workshop, please ask your TA to present the participation certificate e-mail. Please note however that the e-mail does not indicate TA's personal details such as name and student ID number. Please contact the office of the Center for Learning Support and Faculty Development if you need an additional confirmation of their participation.

Faculty members employing and supervising TAs are also encouraged to make use of the workshop.



Reference URL

- TA Workshop
<https://clf.doshisha.ac.jp/clf/ta/ta.html>

Advanced Liberal Arts Courses

Since AY 2021, Doshisha University has been offering the Advanced Liberal Arts courses for students at all graduate schools to cultivate a cross-sectoral perspective, flexible creativity, and proposal ability.

These courses provide an environment for students to study together with students and working people in different fields, and an opportunity for them to accurately grasp the diversifying social issues with multiple specialized knowledge that they bring to the table.



Reference URL

- Advanced Liberal Arts Courses
<https://next.doshisha.ac.jp/next/advanced/outline.html>

7. Observing the Learning Experience and Status of Students

The Center for Learning Support and Faculty Development conducts the “New Student Survey” on first year students upon admission, and the “Student Learning Experience Survey” on students in their first to third years in the Fall Semester, to observe the students’ learning experience, learning status, and their sense of acquisition of each skill. Along with the “Graduating Student Survey: Reflection on Learning” conducted on graduating students, we endeavor to understand the learning status of students throughout their years at the university from admission to graduation.

The purpose of these surveys is for the faculty and employees to gain an understanding of the actual status of students from their answers about their learning status and their opinions on education, and to discover ways to improve the education offered at Doshisha University. Knowing the acquisition rate of each skill is also helpful in figuring out whether the students have successfully acquired the qualities and abilities stated in the Diploma Policy. Through collecting and analyzing the data from these student surveys, the Center visualizes the students’ learning outcomes and gives them feedback, as well as provides the data to faculties and departments as a reference material for education improvement.

Some of the tally results of these student surveys are also available on the website of the Center for Learning Support and Faculty Development.



Reference URL

- New Student Survey
https://clf.doshisha.ac.jp/clf/investigation/survey_newstudent.html
- Student Learning Experience Survey
https://clf.doshisha.ac.jp/clf/investigation/survey_learning.html

02

Preparing the Syllabus

1. What is a Syllabus

2. Points of Note When Preparing a Syllabus

1. What is a Syllabus ?

A Syllabus is a contract between students and faculty

A syllabus is created in order to familiarize the students with the class policy and learning schedule. The syllabus used in Japanese universities generally follows the format commonly used in the U.S., indicating most of the information necessary for the students to register and earn credits for the course, such as course objectives, offered semester and duration of course, text material used, course goals, matters requiring preparation and review outside of class, method and standards of grade evaluation, how to contact the faculty in charge, and schedule for each class. Students use the syllabus to select and register their courses during the registration period. In other words, a syllabus is an indispensable tool for students taking a class and can be considered a contract between students and faculty. Since it is like a contract, both students and teachers are obliged to fulfill its terms. There are merits if both parties meet their obligations; the students can understand beforehand what they must do to prepare for the course, and the standards of evaluation to be used; the teachers can conduct the class smoothly as scheduled based on a well-written syllabus, and registration becomes easier with clear indication of achievement standards and grade evaluation standards.

Syllabus within the curriculum

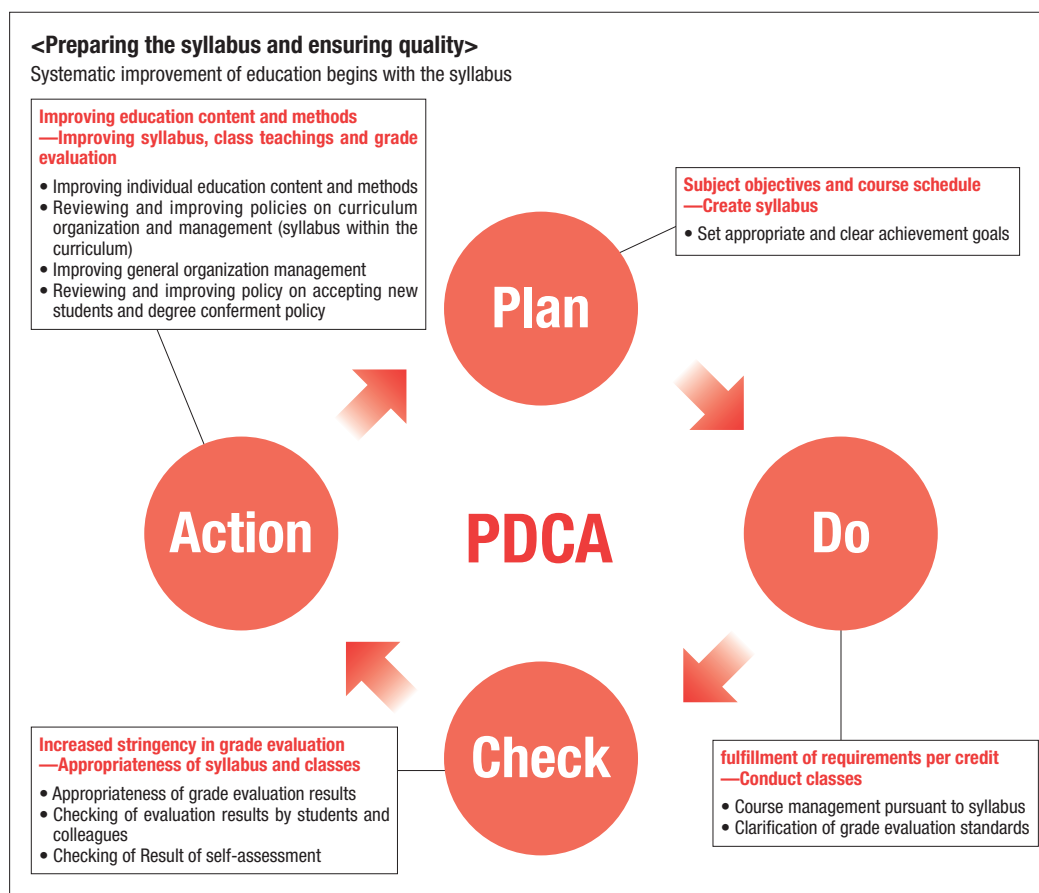
Each subject is a part of the curriculum organized based on the Diploma Policy (DP).

Faculty members can check the positioning of each subject within the curriculum in the Curriculum Tree, which shows the systematic and sequential relationships of subjects. The Curriculum Map, on the other hand, defines the relationship between each subject and the DP.

A faculty member must take into consideration the positioning of the subject within the curriculum as well as the relationship with the DP when creating the syllabus. For course goals, please describe specifically with the students as the subject, such as “students will be able to **,” based on the relationship with the DP.

Plan-Do-Check-Action (PDCA) and syllabus

The syllabus is considered a public document of accountability; within it is the PDCA cycle. Subject objectives and appropriate course schedule are [1] Plan (set goals), followed by [2] Do (execute), which involves fulfilling requirements per credit (course management pursuant to the syllabus and clarification of grade evaluation standards), [3] Check (inspection) which involves increased stringency in grade evaluation (checking of evaluation results by students, faculty in charge and colleagues), and [4] Action (improvement) which involves improving individual education content and methods, curriculum organization (syllabus within the curriculum), general organization management etc. By continuously implementing the PDCA cycle, improvement of entrance (policy on accepting new students) and exit (degree conferment policy) also enter the picture.



For a better syllabus

There was a time when university lectures were unidirectional communication from the professor, with no dialogue. However, since the deregulation of the Standards for Establishment of Universities bi-directional communication between students and teachers, such as in syllabus preparation, has gained importance. The syllabus is now no longer just part of student services; it is an inducement for both students and teachers to be responsible for making the course successful. This also helps correct students' ungrounded assumptions and teachers' self-righteousness. If such problems occur after classes have commenced, it is necessary to remedy them; at times, with permission from the students, it may even become necessary to make drastic changes to the course schedule. Also, if problems become clear, the syllabus for the subsequent academic year must be revised (PDCA cycle). A good syllabus is created by both students and teachers.

2. Points of Note When Preparing a Syllabus

Syllabus content must enable students to grasp the overall picture of the course, as well as to understand, in as much detail as possible, the content of each class, grade evaluation standards etc. Doshisha University updates the Guidelines for Syllabus Preparation every year so as to upgrade the syllabus for the entire school, and faculty members should follow the guidelines when preparing the syllabus.

The office of each faculty/school/graduate school will send the Guidelines for Syllabus Preparation to faculty members when asking them to prepare a syllabus.

Making changes to the syllabus after course commencement

In general, syllabus content should not be changed after classes commence.

Small changes may be made if the instructor determines that such changes are necessary for better education.

- Course content summary
 - Course goals
- “How to conduct a Lesson” in Schedule
 - Evaluation criteria

No changes allowed.

- Course schedule (excluding “How to conduct a Lesson”)
- Reference books
- Textbooks
- Reference URLs
- Contact method
- Remarks

If the instructor determines it necessary for better education, small changes may be made after deliberation with the students.

If changes are made, be sure to familiarize the students with such changes by distributing printed syllabus in the classroom or by announcing on e-class etc. about the changes on the web syllabus. If course schedule is expected to change during the course, it would be better to indicate so beforehand in the “comments on the schedule” field of the syllabus for that subject.

The syllabus manuscript submitted by the faculty will be checked by the FD committee of each faculty/school/graduate school etc., based on the Guidelines for Syllabus Preparation. Please be aware that if, after comparison with Guidelines for Syllabus Preparation any flaws or deficiencies of information are found, you will be asked to revise and resubmit your syllabus.

03 Class Management

1. Class Formats That Facilitate Student Learning

2. Systems Used in Class

1. Class Formats That Facilitate Student Learning

University education involves a variety of class styles. Introduced here are some typical class formats.

Large-hall lectures

Traditionally, universities employed the method of one professor lecturing in front of a large number of students. Such large-hall lectures can be deemed a highly efficient class style, since a small number of faculty can educate many students.

However, keeping students interested throughout the 90-minute class time requires some sort of technique. Faculty must always keep an eye on the faces of the students to measure their level of understanding, and if their faces show puzzlement, the professor must be flexible and repeat the content, to emphasize the point. Lectures are, by nature, one-directional, but one good way to maintain student concentration is to speak out to the students, and when necessary, ask direct questions for an individual to answer on the spot.

The structure of lecture classes vary, but generally, the first 10 minutes are spent on reviewing the previous class, today's class in relation to the syllabus, and some of the latest topics to interest the students. After this comes the main part of the lecture; the last 10 minutes are spent on summarizing the previous portion and preparations for the following class.

It has become common to use PowerPoint presentations in large-hall lectures. This saves the time required to write on the board, and also enables the teacher to provide visual information such as graphs, figures and photos. Distributing lesson outlines and other materials is also useful in enhancing the level of student understanding. However, this can sometimes lead to students gaining false satisfaction from copying down information provided by the PowerPoint presentation and obtaining lesson outlines and other handouts. To prevent this, it is important to give students opportunities to actively listen to and take notes of the lecture content as spoken by the professor.

Other methods include lectures by guest speakers involved in the course field and providing Q&A time with students, or planning a relay lecture course to approach the subject from various perspectives.

Student-teacher relationships in large-hall lectures tend to be weak. It is therefore necessary to sincerely meet with students who come after class or during office hours with questions, or to answer questions students send via email etc, in order to respond to the enthusiasm of eager students. Another good method is to take questionnaire surveys during class, in order to reflect the honest opinions of the students onto the class.

Seminars

Compared to large-hall lectures, small classes can make use of many different methods and devices. Orientation and introduction may require the conventional lecture style, but other than that there are many things one can try in a small classroom.

For example, it is very effective to divide the class into several groups and give them group work assignments. This provides the opportunity for serious group discussions, improving the communication abilities of students and

enabling them to state their opinions in a clear manner. Being exposed to the opinions and ideas of other members also helps broaden the minds of students. Group work requires the members to come up with a certain conclusion, and therefore fosters autonomy. The process of aggregating various opinions and drawing one conclusion from them affords an opportunity to acquire an important skill that cannot be gained from large-hall lectures.

Successful group work requires some facilitation from the teacher, such as providing assignments in a clear manner, specifically indicating methods of obtaining necessary information, and checking up on whether the discussion has gone astray or become stagnant. It may be a good idea to refer to some published how-to books on workshops, to effectively conduct group works.

Seminars are also useful for giving individual assignments and having each student give presentations. Depending on the size of the seminar, it may even be possible to give every student in the class an opportunity for presentation. This is a chance for presenters to acquire the skills for making their presentations more intriguing and understandable. Obligating presenters to create and use PowerPoint presentation, as well as to distribute presentation outline and other materials, yields high educational benefits.

Some care is also required in keeping the non-presenting students focused. The teacher should create a class atmosphere in which asking questions and confirming doubts is easy; handing out comment sheets so that the presenter can receive feedback from other students is also beneficial. Active exchanges of opinions in seminars can foster the logicity and demonstrative abilities required in research.

Service learning

The premise of large-hall lectures and seminars is that their venue is within the university, whereas service learning takes students out of the campus where they experience various issues in the local community, enabling them to gain extensive knowledge through involvement in the actual problem-solving process.

For example, participation in river beautification campaigns makes students aware of the importance of environmental issues, leading to their deliberating specific ways to reduce unauthorized dumping. Helping to support the elderly who are living alone causes them to realize the issues that pertain in elderly welfare, encouraging them to refine designs of community support networks for the elderly. Service learning requires advance study by students regarding theories and legal systems surrounding the issue at hand; after community involvement, students must be given time to bring back to class what they experienced and to ponder its significance.

Traversing between theory and practice is said to be the key to success in service learning.

The successful experience of contributing to problem-solving in the community deepens students' confidence, cultivating in them a proactive attitude toward involvement in local community issues.

PBL (Project Based Learning)

PBL stands for both Problem-Based Learning and Project-Based Learning; the two are often confused. Here, we introduce the latter. Project-Based Learning is, generally speaking, an education style in which project planning and execution is the assignment, and students are expected to think independently and take action.

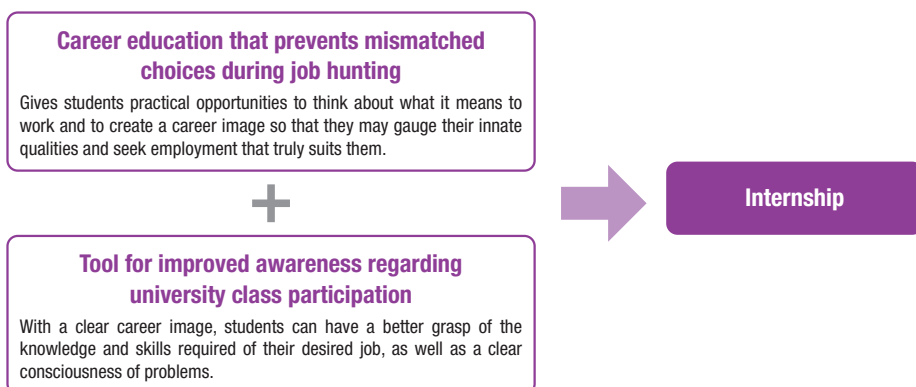
The important point is that the students are informed as to the aim of the projects, but teachers give no specific hints on how to move the project forward. Students are expected to discover the know-how on this through trial and error. Teachers, while providing necessary information, must prepare environment and conditions that facilitate the success of the student projects, and at the end must evaluate the results.

PBL requires thorough preparation that is much different from that of large-hall lectures; the cooperation of many people and organizations outside of the school is essential for success. For this reason, it is said that the educational effect on the students is significant.

Internship

Internship is currently one of the most important education formats in the curriculum of universities throughout Japan. Students enter the worksites of private companies, governmental agencies, NPOs etc., for a certain period and work together with the employees, in order to experience the world of employment from the inside.

Classes must take student motivation that has been heightened through internships and use it to ensure better learning by linking practice with study.



2. Systems Used in Class

Doshisha University Electronic Tutorial System DUET

DUET is a system that provides students with important information such as class activities in an efficient way by creating links to such information on their individual course information.

Students can register for courses, check their grades, read and answer messages delivered on DUET, and so on. Faculty members can output the attendance sheet, input examination plans, students' grades and course review, conduct the Course Evaluation Survey by Students, and so on.



Reference URL

- Doshisha University Electronic Tutorial System DUET
<https://it.doshisha.ac.jp/it/service/duet.html>

e-class

This is a Learning Management System (LMS) that connects the course instructor and students bi-directionally via the Internet, creating a more effective learning environment.

It allows you to distribute course materials to your students, receive examinations/reports/survey answers from them, check the grade evaluation, and communicate with your students via message board etc.



Reference URL

- e-class
<https://it.doshisha.ac.jp/it/service/eclass.html>

Microsoft Teams

One of the Microsoft 365 services, Teams is a digital hub that brings conversations, content, assignments and apps together in one place. Specifically, it allows users to talk on chat and have web meetings. As its name Teams indicates, it is for seminars and workshops, as well as projects involving faculty, staff and students, to create a team in which members can have chat and web meetings or share data, ensuring smooth communication among them.

*Available as smartphone app, desktop app and on a web browser.

*Application is necessary to create a team.



Reference URL

- Microsoft 365
<https://it.doshisha.ac.jp/it/service/microsoft365.html>

Video Recording and Distribution System Panopto

Panopto is a cloud-type video platform that allows you to do the entire process of recording, editing, managing and distributing videos. It is useful for when you distribute a video of your lecture on-demand.

At Doshisha University, video distribution of on-demand instruction is basically done on Panopto, which can limit access to those within the university.



Reference URL

- Video Recording and Distribution System Panopto
<https://it.doshisha.ac.jp/it/service/panopto.html>

Please refer to the Handbook for Lecturers for other systems available at Doshisha University. Handbook for Lecturers is enclosed with the notice of class timetable.

For inquiries about each system, please contact the respective offices below.

[Doshisha University Electronic Tutorial System DUET]

- Section for Registrar, Department of Registrar, Imadegawa Campus

TEL: 075-251-3200

E-mail: ji-kyomu@mail.doshisha.ac.jp

[e-class, Microsoft Teams, Video Recording and Distribution System Panopto]

- IT Support Office

TEL: 075-251-4567

E-mail: support@mail.doshisha.ac.jp

Website: <https://it.doshisha.ac.jp/it/>

04 Examination, Grade Evaluation, Feedback

1. Assessment of Academic Achievement Level
2. Guidelines on Creating Examinations
3. Fundamentals and Principles of Grade Evaluation
4. Stringent Grade Evaluation
5. Use of Class Evaluation Survey by Students
6. Class Review by Instructor
7. Claims Committee System

1. Assessment of Academic Achievement Level

As it is said that “evaluation” in general is an information tool, grade evaluation at universities is also a tool for providing information. It is used by the faculty to learn the degree of student comprehension of lecture content in accordance with the course schedule clearly indicated in the syllabus, and as a tool to measure how close students are to the course goals also stated in the syllabus. In other words, it is an assessment of academic achievement level. Grades show how much students have developed through the lectures they have attended.

Academic achievement level assessment is therefore not simply an assigning of letters from A to F, nor is it merely a means of passing or failing students. It provides important information for the faculty in recognizing the degree of comprehension, and at times, in reviewing and changing lecture content. For example, while quizzes, mid-term examinations and paper assignments during classes afford approaches to discerning the efforts and growth status of each student, they are also methods the faculty uses to review and tailor class content to meet the needs reflected in the learning status of students. Of course, they are graded and assigned an evaluation from A to F (A+ to F for graduate students), but such grading and evaluation are conducted fairly in accordance with the objective grade evaluation standards indicated beforehand. These evaluation standards would be meaningless unless they objectively measure whether or not students are progressing along the course schedule. Therefore, the intent of questions and grading standards must be clearly indicated beforehand; feedback to students on quizzes, final examinations and paper assignments are essential.

There is a trend toward diversification in methods of measuring academic achievement level. Diverse methods, such as in-class essay examinations, multiple choice examinations using bubble sheets, paper assignments that require investigation on a topic, quizzes picking up on keywords of the course, and evaluation by interactive interviews are being used to assess the academic achievement level. Many more methods of evaluation will be developed in the effort to accommodate varied class formats, such as lecture formats, seminar formats and field-work formats, or according to the number of students in the class.

The importance of assessing academic achievement level, a tool in learning how much the lectures are contributing to student growth, is expected to continue increasing.

Rubrics

According to Stevens and Levi (2014), “Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts. Rubrics can be used for grading a large variety of assignments and tasks” (p.2). As they explain, rubrics are comprised of such aspects as how students can gain certain abilities through a class assignment such as a paper or group work, what is the achievement level of the assignment, and what are the evaluation standards (Ohara, 2017). An objective evaluation is therefore desirable. In other words, it is because of the feature of objective evaluation that rubrics can be also used for omnibus style classes (Kurita and Nakamura, 2024). Rubrics can be used for grading a variety of assignments, including report assignments, as well as research management, group work, and presentations (Nishi et al., 2024).

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Rubric for Papers

	Excellent	Competent	Not Yet Competent	Poor
Creativity and Originality	You exceed the parameters of the assignment, with original insights or a particularly engaging style.	You meet all the parameters of the assignment.	You meet most of the parameters of the assignment.	You do not meet the parameters of the assignment.
Argument	Your central argument is clear, interesting, and demonstrable (i.e., based on evidence, not opinion). The claims made in the body of your paper clearly and obviously support your central argument. Your arguments and claims reflect a robust and nuanced understanding of key ideas from this course.	Your central argument is clear and demonstrable. The claims made in the body of your paper support your central argument. Your arguments and claims reflect a solid understanding of key ideas from this course.	Your central argument is demonstrable but not entirely clear. A few of the claims made in the body of your paper do not clearly support your central argument. Your arguments and claims reflect some understanding of key ideas from this course.	Your central argument is unclear or it is not demonstrable. The claims made in the body of your paper do not support your central argument. Your arguments and claims reflect little understanding of key ideas from the course.
Evidence	The evidence you use is specific, rich, varied, and unambiguously supports your claims. Quotations and illustrations are framed effectively and explicated appropriately in the text.	The evidence you use supports your claims. Quotations and illustrations are framed reasonably effectively and explicated appropriately in the text.	Some of the evidence you use does not support your claims. Some of the quotations and illustrations are not framed effectively or explicated appropriately in the text.	Little of the evidence you use supports your claims. Few of the quotations and illustrations are framed effectively or explicated appropriately in the text.
Structure	Your ideas are presented in a logical and coherent manner throughout the paper, with strong topic sentences to guide the reader. The reader can effortlessly follow the structure of your argument.	The reader can follow the structure of your argument with very little effort.	The reader cannot always follow the structure of your argument.	The reader cannot follow the structure of your argument.
Clarity	Your sentences are concise and well crafted, and the vocabulary is precise; the reader can effortlessly discern your meaning.	The reader can discern your meaning with very little effort.	The reader cannot always discern your meaning.	The reader cannot discern your meaning.
Mechanics	There are no distracting spelling, punctuation, or grammatical errors, and quotations are all properly cited.	There are few distracting spelling, punctuation, and/or grammatical errors, and quotations are all properly cited.	There are some distracting spelling, punctuation, and/or grammatical errors, and/or some of the quotations are not properly cited.	There are significant and distracting spelling, punctuation, or grammatical errors, and/or the quotations are improperly cited.

Source: Eberly Center for Teaching Excellence, Carnegie Mellon University.

Table taken from Ambrose et al. (2010) p.236-238

Rubric for Conducting an Experiment in the Lab

	Exemplary	Competent	Need Work
Materials	All needed materials are present and entered on the lab report. The materials are appropriate for the procedure. The student is not wasteful of the materials.	All needed materials are present, but not all are entered on the lab report, or some materials are absent and must be obtained during the procedure. The materials are appropriate for the procedure.	All needed materials are not present and are not entered on the lab report. The materials are not all appropriate for the procedure and/or there are some major omissions.
Procedure	The procedure is well-designed and allows control of all variables selected. All stages of the procedure are entered on the lab report.	The procedure could be designed more efficiently, but it allows control of all variables selected. Most stages of the procedure are entered on the lab report.	The procedure does not allow control of all variables selected. Many stages of the procedure are not entered on the lab report.
Courtesy and safety	While conducting the procedure, the student is tidy, respectful of others, mindful of safety, and leaves the area clean.	While conducting the procedure, the student is mostly tidy, sometimes respectful of others, sometimes mindful of safety, and leaves the area clean only after being reminded.	While conducting the procedure, the student is untidy, not respectful of others, not mindful of safety, and leaves the area messy even after being reminded.
Purpose	Research question and hypothesis are stated clearly, and the relationship between the two is clear. The variables are selected.	Research question and hypothesis are stated, but one or both are not as clear as they might be, and/or the relationship between the two is unclear. The variables are selected.	Research question and hypothesis are not stated clearly, and the relationship between the two is unclear or absent. The variables are not selected.
Data collection	Raw data, including units, are recorded in a way that is appropriate and clear. The title of the data table is included.	Raw data, including units, are recorded, although not as clearly or appropriately as they might be. The title of the data table is included.	Raw data, including units, are not recorded appropriately and clearly. The title of the data table is not included.
Data analysis	Data are presented in ways (charts, tables, graphs) that best facilitate understanding and interpretation. Error analysis is included.	Data are presented in ways (charts, tables, graphs) that can be understood and interpreted, although not as clearly as they might be. Error analysis is included.	Data (chart, tables, graphs) are not presented clearly. Error analysis is not included.
Evaluation of experiment	The results are fully interpreted and compared with literature values. The limitations and weaknesses are discussed, and suggestions are made about how to limit or eliminate them.	The results are interpreted and compared with literature values, but not as fully as they might be. The limitations and weaknesses are discussed, but few or no suggestions are made about how to limit or eliminate them.	The results are not interpreted in a logical way or compared with literature values. The limitations and weaknesses are not discussed, nor are suggestions made about how to limit or eliminate them.

Table taken from Stevens and Levi (2013) p.115

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Ohara, Yuki, “第6章 学びを促す評価” (Chapter 6: Evaluation that Encourages Learning), In “「学びの場」を変えたいすべての人へ インタラクティブ・ティーチングアクティブ・ラーニングを促す授業づくり” (For Everyone Wishing to Change the ‘Place for Learning’: Interactive Teaching - How to Encourage Active Learning in Class), edited by Kayoko Kurita and Japan Center for Educational Research and Innovation, Kawai Publishing, 2017

Kurita, Kayoko and Nagafumi Nakamura, “第1章 ルーブリックについて知る” (Chapter 1: Learn about Rubrics), In “インタラクティブ・ティーチング 実践編 第3巻 学びを促す評価ールーブリックの作法と事例” (Interactive Teaching Practice Vol.3: Evaluation that Encourages Learning - Rules and Examples of Rubrics), edited by Kayoko Kurita and Nagafumi Nakamura with the cooperation of Japan Center for Educational Research and Innovation, Kawai Publishing, 2024

Nishi, Chihiro, Masaru Sekido, Tadashige Kawakami, Terue Nakato, Norihiko Takaike, Yayoi Mori, Chie Matsumura, Ayumi Yoshizaki, and Chieko Uchiyama, “第5章 ルーブリックの事例をみる” (Chapter 5: Examples of Rubrics), In “インタラクティブ・ティーチング 実践編 第3巻 学びを促す評価ールーブリックの作法と事例” (Interactive Teaching Practice Vol.3: Evaluation that Encourages Learning - Rules and Examples of Rubrics), edited by Kayoko Kurita and Nagafumi Nakamura with the cooperation of Japan Center for Educational Research and Innovation, Kawai Publishing, 2024

2. Guidelines on Creating Examinations

Choosing the method of evaluation depends greatly on the nature of the subject, class format, number of students etc., but here we would like to confirm some guidelines on creating questions for two major categories, namely the “examination” and the “paper assignment.”

Examination

While entrance examinations generally aim to select a limited number of successful candidates from many applicants, final examinations and quizzes measure student proficiency levels. Therefore, instead of posing questions to which most of the students do not know the answers, examinations should serve to measure how close the students have come to the course goals described in the syllabus. From this perspective, an extremely low average score may be a sign that the examination did not reflect the course content as well as it should, and that a review may be necessary.

The two major types of questions on examinations are “multiple choice” and “essay.” Please understand the merits and demerits of both types, so that you can “mix and match” for an optimum examination.

	Multiple choice	Essay
Merits	Questions and answers are one-to-one; grading standard is clear-cut, easy to grade, highly objective and very fair. Since many questions can be asked in this format, a broad range of the course can be covered evenly and all key points can be addressed.	Reveals the comprehensive ability of the students, and since the answers are not uniform, various perspectives in the answers can be recognized and evaluated.
Demerits	Tend to be too knowledge-oriented; difficult to measure logical thinking and writing abilities.	Since many elements are encompassed in one question, the answers can vary greatly, often rendering evaluation standards ambiguous and requiring much grading time.

Paper assignment

While examinations are suitable for measuring the proficiency level of students in regard to course content, paper assignment is effective in respecting the self-initiative of the students in digging deeply into a specific subject for extensive consideration. To improve the level of papers submitted and the learning effect, guidance in “what is required in paper assignments at a university” is essential. Particularly for classes with a large number of first year students, it is necessary to take time to explain the technical aspects of writing a paper, such as how to structure a paper and how to research reference materials, as well as to thoroughly enforce the citation rules to counter the issue of “copying & pasting,” and to inform them of the notes on using generative AIs. Some other measures are also necessary, such as providing paper topics relating to course content, specifically indicating the key points to be included in the paper.

The Learning Commons holds an extracurricular program called “Academic Skills Seminars” (see P.36) on a regular basis. It may be also effective to encourage students to participate in such on-campus seminars.



Reference URL

- Types of examinations and precautions
https://www.doshisha.ac.jp/students/exam_type/index.html

3. Fundamentals and Principles of Grade Evaluation

Grade evaluation shows the achievement level of the students that have taken the class. Measuring the level of understanding of each student in comparison with the course goals, and presenting the results to the students, is the definition of grade evaluation. For problem-free grade evaluation, it is necessary to determine specific course goals and assessment methods beforehand.

For example, if the course goal states that the student must learn 100 English words, and assessment is via written examination, the proficiency level of the student who correctly defines all the words is 100%, while the student who could only provide 30 correct definitions is at the 30% level. This is an extreme example, but in actual classes it is necessary to have course goals be as specific as possible. Recommended is use of such expressions as “Students will be able to...” in order to clearly indicate the evaluation points of the course. Ambiguous course goals impede accurate measurement of student proficiency levels, rendering consistent and fair grade evaluation impossible.

Also, proficiency levels should not be measured solely on the basis of the final examination, but should be conducted multifacetedly using evaluation items such as mid-term paper, quizzes, class performance etc. In regard to the final grade, the percentage of all evaluation items should be clearly indicated. (For example, Class performance: 20%, Quizzes (3 times): 30%, Final written examination: 50%.) Having multiple evaluation items creates more work for both teacher and student, but it is also important in creating dialogue between the two, so as to avoid unidirectional class teachings. By employing multifaceted evaluation and fastidiously checking student proficiency levels, teachers can early-on discover problems students may have, and can then change the direction of or supplement the course content as needed.

It goes without saying that course goals, as well as methods and standards of grade evaluation, must be clearly indicated in the syllabus. Students rely on the syllabus to acquire a grasp of course content, schedule and methods and standards of grade evaluation in choosing their classes. If details cannot be sufficiently explained in the syllabus, it is important to establish a mutual awareness between teacher and students on the first day of class, so as to avoid unnecessary misunderstandings based on assumptions. Also, try to proceed with your teachings in accordance with the indications in the syllabus.

Finally, the main purpose of grade evaluation is not to rank students. Always maintain educational considerations when grading. Proficiency levels vary by student. It is important to encourage students to reflect upon themselves, so as to identify issues and facilitate future learning. From this perspective, excessive stringency in grade evaluation damages the ambition of the students. Similarly, being too lenient in grade evaluation lowers student motivation.

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4. Stringent Grade Evaluation

The entire Doshisha University uses the GPA system. For undergraduate students, grade evaluation is on a five-point scale (A, B, C, D and F), each grade being assigned grade points from 4.0 to 0.0 to derive the GPA (grade point average) for each credit. Graduate School subjects are evaluated on a seven-point scale (A+, A, B+, B, C+, C, and F); grade points range from 4.5 to 0.0.

(Undergraduate) A: 4.0, B: 3.0, C: 2.0, D: 1.0, F: 0.0

(Graduate school) A+: 4.5, A: 4.0, B+: 3.5, B: 3.0, C+: 2.5, C: 2.0, F: 0.0

GPA is calculated using the following formula, including credits with Fs (fail); if students reregister credits for which they received Fs and receive D (or C in the case of graduate school) or above, the respective Fs are changed to the new grade for calculation.

<Undergraduate> (different calculation for graduate schools)

$$(A) \times 4.0 + (B) \times 3.0 + (C) \times 2.0 + (D) \times 1.0 + (F) \times 0.0 / (A) + (B) + (C) + (D) + (F)$$

* (A) to (F) is the total number of credits receiving each evaluation

The GPA system is widely used in domestic and overseas universities, and can be considered an internationally recognized grade evaluation standard. A stringent grade evaluation based on global standards enables students to use that information to prove their academic performance when studying abroad or seeking employment at foreign companies.

The GPA system has several outstanding merits. For students, grade evaluation is indicated each semester, using objective numbers, providing a reference index to promote active learning. Also, to promote fairness and transparency of evaluation, the average grade and distribution of grades for subjects/classes is published on the website as Grade Evaluation Status. For teachers, the Grade Evaluation Status provides an index for determining whether or not their grade evaluation is appropriate. By viewing the Grade Evaluation Status for same-subject classes taught by different faculty, one can check whether or not evaluations are unbalanced, or if there are major differences in evaluation for certain faculties or departments. Publication of the Grade Evaluation Status is said to have the effect of encouraging teachers to conduct stringent and fair evaluation.

The GPA system is currently used for many purposes. In addition to serving as information for individual study guidance for students, it is also used as a standard for selecting scholarship candidates, as well as for screening applicants for graduate school and dispatching overseas student candidates. Such wide use of the GPA system, even as selection criteria, obliges teachers to conduct stringent and fair grade evaluation so as to avoid unnecessary disadvantages to students.

Students can ask questions or file a formal objection regarding their grade evaluation. When asking a question or filing a formal objection, students submit a Grading Question Form to the office of the affiliated faculty/school/graduate school etc. After submission, the office will inquire of the pertinent faculty on behalf of the student, and will then convey the decision to the student. Faculty is expected to answer sincerely all questions and objections.



Reference URL

- Academic grades
<https://www.doshisha.ac.jp/students/record/index.html>

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5. Use of Class Evaluation Survey by Students

As teachers evaluate students, teacher evaluation by students is also meaningful and essential for enhancement of education content. In small-size classes like seminars, interaction between students and teacher is easy and natural, but in lecture classes, especially large-hall lectures with a great number of students, it is necessary to find ways for the voice of every student to be heard. To that end, Doshisha University is conducting “Class Evaluation Survey by Students” to gather class evaluations and messages from the students.

Students answer questions from various perspectives, including course progression, how the teacher answers questions, and the level of satisfaction with the class. There is also some free space where students can mention what was good about the class and make constructive comments on how the class can be improved; this is proving extremely useful.

The results of the class evaluation survey by students can be used in diverse ways. Considering the autonomy and character diversity of each faculty/school/graduate school etc, establishing a uniform method applicable to the entire school is both difficult and inappropriate. This is why use of results of the class evaluation survey by students in FD activities is currently left largely up to each faculty/school/graduate school etc. However, the following two points are generally shared by the entire university as larger policies. First, each faculty member takes the results from their class seriously and voluntarily finds innovative and ingenious teaching methods. Second, each faculty/school/graduate school etc. uses the results of the class evaluation survey as fundamental material in promoting organizational efforts to enhance and improve class content. Each faculty member, as well as each faculty/school/graduate school etc., is expected to utilize the survey results on an organizational basis to work on enhancing and improving class content.



Reference URL

- Class Evaluation Survey by Students
<https://clf.doshisha.ac.jp/clf/evaluation/evaluation.html>

6. Class Review by Instructor

Designing a course, creating a syllabus, moving the class along with thorough preparation and innovative ideas, then conducting stringent grade evaluations is, unfortunately, not enough. It is not enough because students who took the class want to know how the teacher felt about the class's achievement level and learning attitude, or how the teacher feels about the results of the class evaluation survey by students.

Also, by simply viewing their report card or grade distribution, students cannot understand why they received their grades. If they can learn what they could have done to earn a better grade, it heightens their motivation for future learning, and if they are unable to obtain such hints to do better, they may fall into the negative spiral of losing opportunities to improve their learning attitude and continuing making the same mistakes. A student who receives a grade that is different from that of a friend in the class and does not know the reason will acquire a sense of dissatisfaction or distrust toward the grade evaluation by the teacher. Grading is not the final task.

It is therefore necessary to ensure a communication method for the teacher to give various kinds of feedback to students, not only during class, but also after grades have been announced.

It is the policy of Doshisha University to publicize on the web review by each faculty regarding every offered course in principle, after the end of the course period. This mechanism enables feedback to students even after a course period has ended. It is naturally during the grading period that the students are most eager about receiving such feedback, so it is preferable for teachers to provide their review by that time. A review should be on one, a few, or all of the following topics, to be chosen by the teacher, and be disseminated via DUET.

• Review topics

- Comments regarding and requests toward students from teacher
- Advice to students regarding future learning activities etc.
- Explanation of intent of questions on final examination and/or paper
- Comments on status of answers on final examination and/or paper
- Comments on results of experiments, practical training etc.
- Supplementary explanation on course goals, class management and/or grade evaluation standards
- Overview of final evaluation
- View of teacher regarding results of "Class Evaluation Survey by Students"



Reference URL

- Class review by instructor
<https://duet.doshisha.ac.jp/kokai/html/fi/fi040/Fi04001G.html>

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7. Claims Committee System

Doshisha University has a Claims Committee system that receives, investigates, deliberates and resolves complaints from students regarding course content, teaching method and/or grade evaluation. The Claims Committee system was implemented together with the GPA system, as a part of the efforts to realize more stringent grade evaluations so as to improve the quality of undergraduate and graduate school education.

This system was implemented because although faculty is able to learn the opinions and comments of students regarding a given course through the class evaluation survey by students and is able to use such information for improvement, there are individual requests that do not easily come up in such survey format, or problems that cannot be easily resolved through direct dialogue between teacher and student. There is need for an intermediary entity, the Claims Committee, which can listen to both sides and find solutions that lead to course improvements. The Claims Committee thus protects student privacy while protecting the students themselves from disadvantageous treatment resulting from claims filed.

Doshisha University has two types of Claims Committee: the Faculty Etc. Claims Committee for each faculty/school/graduate school/center, comprising full time faculty, and the All-School Claims Committee. Each handles matters as detailed below.

- **The Faculty Etc. Claims Committee**

Handles the following matters (claims) filed by students

- [1] Requests for improvement regarding course content and education methods that cannot be resolved through direct communication between student and teacher
- [2] Questions and formal objections regarding grade evaluation

- **The All-School Claims Committee**

Exchanges information and coordinates matters handled by Faculty Etc. Claims Committee, investigates and deliberates measures regarding all-school claims

The Faculty Etc. Claims Committee adheres to the following procedure in handling improvement requests from students. After submission of an improvement request by a student, the Claims Committee is convened, and the facts are investigated. The handling of the request will be deliberated at the Claims Committee, and the result will be communicated to the student in writing. In the case of a question or formal objection on grade evaluation, the office of the student's affiliated faculty/school/graduate school etc. will first inquire of the teacher based on the submitted Grading Question Form (see P.30) and convey the answer to the student. If the student is not satisfied with the answer and coordination by a Claims Committee is deemed necessary, the matter is reported to the Claims Committee of the faculty/school/graduate school etc. in question and the same procedure as in the case of an improvement request will be taken.

The content of the student claims can be categorized into system/curriculum, teaching method, course content and/or level, syllabus, examination procedure, examination content, grade evaluation and others. The data accumulated since implementation show that most claims concern course content and/or level, discrepancies with the syllabus, teaching method and grade evaluation. Improving these points are also important for FD.

The Claims Committee is not just an organization for complaint handling, but also an important part of FD that

encourages both teachers and students to take courses seriously and provides opportunities to improve course content.



Reference URL

- Academic grades
<https://www.doshisha.ac.jp/students/record/index.html>

Efforts of The Center for Learning Support and Faculty Development

1. Academic Support for Students
2. Lectures and Workshops
3. OpenCourseWare
4. Publications

1. Academic Support for Students

Specifically, at the Learning Commons, faculty members, Academic Instructors and graduate students who are called Learning Assistants (LA) are providing academic support such as “Academic Skills Seminars” and “Learning Consultation.” We believe that students enhance their learning opportunities by making use of these seminars and learning consultations during the four years from first year education until they write a graduation thesis. On the other hand, Academic Skills Seminars may also be useful for faculty members who are not sure of how to teach basic academic skills to students. There would be quite a few faculty members who have experienced difficulty in teaching basic skills because they were too basic. Sorting out their thoughts about basic academic skills through these seminars may give hints for the management of the subjects they teach.

[Academic Skills Seminars (examples)]

No.	Seminar Title	Overview
1	How to read academic literature	Students learn how to read pieces of literature with their task and theme in mind through a short lecture and practice.
2	Structuring a paper	Students learn the basics of writing a paper, from deciding a theme to planning the structure.
3	Effective writing	Students learn how to compose a convincing piece of writing through a short lecture and practice.
4	Taking notes	Taking notes as you listen and read – this seminar teaches university-level note-taking and summarizing method which is different from that at high school.
5	Expanding ideas	Using a mind map and search engine, students learn how to generate ideas for writing a paper or an essay.
6	Structuring a presentation	Students learn the effective structure and delivery of presentation through examples.
7	How to prepare a presentation outline	An outline is an essential part of student presentation. Students learn important points in preparing a presentation outline through a short lecture and practice.
8	Designing a poster	Using common tools, this seminar introduces tips and techniques necessary for poster presentation, including samples.
9	How to search for information	How do you search for information when you have no idea where to look, and how do you use the information? Students learn the information search method truly needed at university.
10	Citation rules	Why citation is important and what types of citation are there? Students learn the correct citation rules to avoid falling into “copying and pasting.”
11	How to read and make figures and tables	This seminar explains the meaning of graphs and their appropriate use, as well as how to read numbers in figures and tables and how to make them.
12	Writing an e-mail	Whether e-mailing a teacher or making an appointment with the subject of investigation, students learn how to write a formal email message.
13	Facilitating group work	Students learn tips to facilitate group work efficiently through a lecture and practice.
14	Taking online classes	Students learn important points in taking online classes via Teams and Zoom, how to contact the instructor through a communication tool, and how to use its useful functions.



Reference URL

- Website of Learning Commons
<https://lc.doshisha.ac.jp/lc/index.html>

2. Lectures and Workshops

The Center for Learning Support and Faculty Development hosts lectures and workshops on themes related to education reform and improvement as part of its FD activities.



Reference URL

- Lectures and Workshops hosted by the Center
<https://clf.doshisha.ac.jp/clf/lecture/lecture.html>

3. OpenCourseWare

Doshisha University makes available teaching materials used in actual classes of the university online as part of its OpenCourse project. Faculty members who have their teaching materials available online can review, improve and enhance their education content based on the feedback on the materials from within and outside of the university. It is also useful for those who do not have their teaching materials online, as they can refer to the materials used by their colleagues in class and gain various hits for improving their classes.

OpenCourseWare is available on the OpenCourseWare webpage.



Reference URL

- Doshisha University OpenCourseWare
<https://opencourse.doshisha.ac.jp/opc/>

01

Basic Policy of FD
at Doshisha University

02

Preparing the Syllabus

03

Class Management

04

Examination, Grade
Evaluation, FeedbackEfforts of The Center for Learning
Support and Faculty Development

4. Publications

The Center for Learning Support and Faculty Development Annual Report

The Center for Learning Support and Faculty Development has been publishing the Doshisha University Center for Learning Support and Faculty Development Annual Report for the purpose of promoting academic and practical research on higher education. In addition to the report of activities of the Center in the previous academic year, the Annual Report contains research papers, practical reports, activity reports and literature articles on higher education and related fields, which are submitted by Doshisha faculty and staff. After publication, the Annual Report is published on the university's Academic Repository.



Reference URL

- Doshisha University Academic Repository
https://doshisha.repo.nii.ac.jp/?page=1&size=50&sort=custom_sort&search_type=0&q=0

CLF report

The Center for Learning Support and Faculty Development has been publishing the CLF report (Doshisha University Center for Learning Support and Faculty Development Report) in order to disseminate the activities of the Center within and outside of the school.

The report and its back issues are available on the Center for Learning Support and Faculty Development webpage.



Reference URL

- Center for Learning Support and Faculty Development report
https://clf.doshisha.ac.jp/clf/clf_report/latest.html

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